

## Thinking Routines Matrix

from the upcoming book *Making Thinking Visible* by Ritchhart, Morrison & Church (Spring 2011)

| Routine   | Key Thinking Moves  | Notes  |
|---|---|--|
| <i>Routines for</i> INTRODUCING & EXPLORING IDEAS   |   |  |
| See-Think-Wonder                                    | Description, Interpretation & Wondering   | Good with ambiguous or complex visual stimuli  |
| Zoom In   | Description, Inference, & Interpretation  | Variation of STW involving using only portions of an image   |
| Think-Puzzle-Explore                                | Activating prior knowledge, wondering, planning   | Good at the beginning of a unit to direct personal or group inquiry and uncover current understandings as well as misconceptions                             |
| Chalk Talk  | Uncovers prior knowledge and ideas, questioning   | Open-ended discussion on paper. Ensures all voices are heard, gives thinking time.   |
| 321 Bridge  | Activates prior knowledge, questioning, distilling, & connection making through metaphors   | Works well when students have prior knowledge but instruction will move it in a new direction. Can be done over extended time like the course of a unit.     |
| Compass Points                                      | Decision making and planning, uncovers personal reactions                                   | Solicits the group's ideas and reactions to a proposal, plan or possible decision.   |
| Explanation Game                                    | Observing details and building explanations   | Variations of STW that focuses on identifying parts and explaining them in order to build up an understanding of the whole from its parts and their purposes |
| <i>Routines for</i> SYNTHESIZING & ORGANIZING IDEAS |   |  |
| Headlines   | Summarizing, Capturing the heart  | Quick summaries of the big ideas or what stands out  |
| CSI: Color, Symbol, Image                           | Capturing the heart through metaphors   | Non-verbal routine that forces visual connections  |
| Generate-Sort-Connect-Elaborate: Concept Maps       | Uncovering and organizing prior knowledge to identify connections                           | Highlights the thinking steps of making an effective concept map that both organizes and reveals one's thinking  |
| Connect-Extend-Challenge                            | Connection making, identify new ideas, raising questions                                    | Key synthesis moves for dealing with new information in whatever form it might be presented: books, lecture, movie, etc.                                     |
| The 4 C's   | Connection making, identifying key concept, raising questions, and considering implications | A text-based routine that helps identifies key points of complex text for discussion. Demands a rich text or book.   |
| Micro Lab   | A protocol for focused discussion   | Can be combined with other routines and used to prompt reflection and discussion   |
| I used to think                                     | Reflection and metacognition  | Used to help learners reflect on how their thinking has shifted and changed over time.   |
| <i>Routines for</i> DIGGING DEEPER INTO IDEAS       |   |  |
| What makes you say that?                            | Reasoning with evidence   | A question that teachers can weave into discussion to push students to give evidence for their assertions.   |
| Circle Viewpoints                                   | Perspective taking  | Identification of perspectives around an issue or problem.   |
| Step Inside   | Perspective taking  | Stepping into a position and talking or writing from that perspective to gain a deeper understanding of it.  |
| Red Light, Yellow Light                             | Monitoring, identification of bias, raising questions                                       | Used to identify possible errors in reasoning, over reaching by authors, or areas that need to be questioned.  |
| Claim Support Question                              | Identifying generalizations and theories, reasoning with evidence, counter arguments        | Can be used with text or as a basic structure for mathematical and scientific thinking.  |
| Tug of War  | Perspective taking, reasoning, identifying complexities                                     | Identifying and building both sides of an argument or tension/dilemma  |
| Word-Phrase-Sentence                                | Summarizing and distilling  | Text-based protocol aimed at eliciting what a reader found important or worthwhile. Used with discussion to look at themes and implications.                 |

